



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3835 W. Thomas Road, Phoenix, AZ 85019

West Phoenix Public Charter High School

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Performing
2004-05	Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Robert K. Villa
 Schedule : 07:00 AM to 09:30 PM
 Grades : 9-12
 Web Address : WPHS-AZ.WPHSINFO.LeonaGroup.com
 Phone Number : (602) 269-1110
 Fax Number : (602) 269-1112
 E-mail : rob.villa@leonagroup.com

Mission

Our mission is to allow for the academic, social, and personal success of all students. Students are provided with a safe, nurturing educational environment in which there is ample opportunity and challenge to achieve to the highest degree.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Not Met
2004-05	Not Met
2003-04	Met

School Improvement Status ^(b)

2005-06	SI Year 1
2004-05	Warning Year
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Measurable increase of completion by 2% of students initially entering each course to those students completing the course and receiving academic credit.
- ü The students will demonstrate levels of skill, proficiency and mastery in the completion of each course of study. Academic failure due to non- completion of academic activities will decrease 2%.

Enrollment

October 1, 2005 School Year Student Enrollment : 672
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 779

Instructional Programs

- ü Mathematics (General to Trigonometry)
- ü English(1-8)/Sheltered English Immersion
- ü Sciences
- ü Social Studies
- ü Health
- ü Psychology, Sociology
- ü Wellness
- ü Art

Calendar Information

Number of Instruction Days :	144
Average Daily Instruction Time :	5 hours 30 minutes
First Day of School :	8/8/2005
Last Day of School :	5/23/2006

Shared Responsibilities

School

Teachers and staff are responsible to treat all students with the respect they would provide their own children. Students are provided the opportunity to learn in a safe and secure environment without fear of being ridiculed or threatened.

Parents

Parents are requested to make education the first priority of their children's lives and to support school policies. It is necessary for the parents to make a sincere effort to ensure students attend school daily, are dressed appropriately and abide by school rules.

Transportation Policy

Free bus tokens or bus cards are provided to every student. The student population at West Phoenix High School includes students from throughout Maricopa County.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Accreditation from the North Central Association (NCA)	2001
ü Rising Star Award City of Phoenix/Maricopa County	2001

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	165	165	71130	100	100	95	658	658	701	73	73	23	15	15	13	12	12	51	1	1	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	78	35465	100	100	96	662	662	702	69	69	21	14	14	13	17	17	53	NA	NA	13
Male	87	87	35648	100	100	94	655	655	701	77	77	24	15	15	12	7	7	50	1	1	14
African American	NC	NC	3868	NC	NC	95	NC	NC	686	NC	NC	33	NC	NC	17	NC	NC	45	NC	NC	6
Hispanic	138	138	25103	100	100	95	656	656	685	75	75	34	17	17	16	8	8	45	1	1	5
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	731	NC	NC	9	NC	NC	7	NC	NC	50	NC	NC	34
American Indian/Alaskan Native	NC	NC	4241	NC	NC	90	NC	NC	679	NC	NC	39	NC	NC	19	NC	NC	39	NC	NC	3
White	15	15	36075	100	100	95	686	686	715	53	53	12	NA	NA	9	47	47	58	NA	NA	21
Students with Disabilities	13	13	5862	100	100	71	643	643	658	92	92	63	NA	NA	15	8	8	20	NA	NA	2
Students without Disabilities	152	152	65268	100	100	98	660	660	705	72	72	19	16	16	12	12	12	54	1	1	15
Limited English Proficient Students	34	34	4859	100	100	93	648	648	662	88	88	64	6	6	15	6	6	20	NA	NA	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	121	121	22957	100	100	93	659	659	685	73	73	34	14	14	17	12	12	44	1	1	5
Non-Economically Disadvantaged	44	44	48173	100	100	96	657	657	709	75	75	17	16	16	11	9	9	55	NA	NA	18

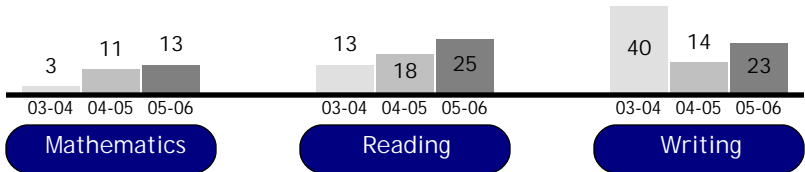
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	161	161	73018	100	100	97	651	651	703	30	30	6	46	46	23	24	24	64	1	1	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	75	36181	100	100	97	658	658	708	21	21	4	48	48	21	29	29	65	1	1	9
Male	86	86	36816	99	99	96	646	646	699	37	37	7	44	44	24	19	19	62	NA	NA	7
African American	10	10	3976	100	100	96	NA	NA	689	NA	NA	8	NA	NA	29	NA	NA	59	NA	NA	3
Hispanic	135	135	25801	100	100	96	649	649	683	29	29	10	49	49	34	22	22	53	NA	NA	3
Asian/Pacific Islander	NC	NC	1812	NC	NC	98	NC	NC	722	NC	NC	3	NC	NC	15	NC	NC	66	NC	NC	16
American Indian/Alaskan Native	NC	NC	4389	NC	NC	93	NC	NC	675	NC	NC	9	NC	NC	42	NC	NC	47	NC	NC	1
White	12	12	37024	100	100	97	702	702	721	8	8	2	25	25	12	58	58	73	8	8	13
Students with Disabilities	14	14	7170	100	100	85	621	621	654	64	64	23	36	36	47	NA	NA	29	NA	NA	1
Students without Disabilities	147	147	65848	100	100	98	654	654	708	27	27	4	47	47	20	26	26	67	1	1	9
Limited English Proficient Students	36	36	5099	97	97	95	625	625	641	53	53	29	42	42	59	6	6	12	NA	NA	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	141	141	23912	100	100	94	651	651	681	30	30	10	45	45	36	24	24	52	1	1	2
Non-Economically Disadvantaged	20	20	49106	100	100	98	653	653	714	25	25	4	55	55	16	20	20	69	NA	NA	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	164	164	72810	100	100	96	641	641	685	18	18	6	60	60	30	23	23	58	NA	NA	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	75	75	36111	100	100	97	658	658	695	11	11	4	52	52	23	37	37	65	NA	NA	8
Male	89	89	36678	100	100	95	627	627	674	24	24	9	66	66	36	10	10	52	NA	NA	3
African American	10	10	3962	100	100	96	NA	NA	675	NA	NA	8	NA	NA	33	NA	NA	55	NA	NA	3
Hispanic	138	138	25735	100	100	96	642	642	669	17	17	10	62	62	41	21	21	48	NA	NA	2
Asian/Pacific Islander	NC	NC	1809	NC	NC	97	NC	NC	704	NC	NC	4	NC	NC	19	NC	NC	65	NC	NC	13
American Indian/Alaskan Native	NC	NC	4370	NC	NC	92	NC	NC	670	NC	NC	9	NC	NC	39	NC	NC	50	NC	NC	2
White	12	12	36915	100	100	97	680	680	697	NA	NA	3	50	50	21	50	50	67	NA	NA	8
Students with Disabilities	14	14	7071	100	100	84	597	597	634	43	43	24	57	57	53	NA	NA	21	NA	NA	1
Students without Disabilities	150	150	65739	100	100	98	645	645	689	15	15	4	60	60	27	25	25	62	NA	NA	6
Limited English Proficient Students	38	38	5046	100	100	94	597	597	621	47	47	31	47	47	56	5	5	12	NA	NA	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	143	143	23814	100	100	94	641	641	667	17	17	10	61	61	41	22	22	47	NA	NA	2
Non-Economically Disadvantaged	21	21	48996	100	100	97	645	645	693	19	19	4	52	52	24	29	29	64	NA	NA	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	88	9	NA	42	89	23	23	51	96	20	20	52
	Language	92	8	8	42	89	22	22	50	96	18	18	50
	Mathematics	93	26	26	63	88	20	20	50	96	20	20	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

West Phoenix High School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 1 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- ü Curriculum
- ü School Safety
- ü Discipline
- ü Textbook Selection
- ü AIMS Intervention

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	5.00	Teacher	29.00
Other Professional Staff	.00	Teacher Aide	2.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	10	3	0	0
4 to 6 years	5	1	0	0
7 to 9 years	4	1	0	0
10 or more years	2	3	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	158
Teachers with Emergency Certification.	10
Percent of teachers in the school with Emergency/Provisional Certification	34%
Percent of core classes not taught by Highly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

- ü Computer Lab
- ü Wellness Center
- ü Art and Drama Classes
- ü Student Services

Extracurricular Activities

- ü Student Government
- ü Student Newspaper
- ü Student Yearbook Committee

Social Services

- ü Full-time On-site Social Services Worker
- ü DES Services
- ü Crisis Intervention
- ü Job Placement Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Achieved 95% parental support of the school's program.
- ü Full time Social Services Provider increased student part-time job placement by 25%.
- ü Student voluntary participation in our Wellness Program increased by 50%.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	88	95	94	95
Promotion Rate ⁵	36	89	88	73
Graduation Rate ⁶	25	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

West Phoenix High School maintains a clean, safe learning environment on a closed campus. During enrollment, the Student Code of Conduct is signed by both parent and student. A zero-tolerance policy towards drugs/weapons/gang activity is in effect. Full time police officers are employed by the school to ensure the safety of students and staff. All staff are required to assist in maintaining school safety.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Heidi Bonfante	(602) 269-1110
Transportation Policy	Rae Cristy	(602) 269-1110
Community Resources	Monika Nathan	(602) 269-1110
School Nutrition Programs		
Parent Organization	Robert Villa	(602) 269-1110
Student Health/Nurse		

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0243 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.